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ABSTRACT

Described is a summer institute designed to teach high school teachers about the philosophical and historical roots of the three social science disciplines of economics, sociology, and psychology. During the institute, participants read and discussed the primary works by the most important philosophers and writers of Western civilization. It was hoped that familiarity with these classic works would encourage the teachers to move away from secondary sources to primary sources in their classes. The first three weeks of the institute were divided among the disciplines of economics, psychology, and sociology and stressed their historical underpinnings; the fourth week was devoted to philosophical and curricular issues affecting all three disciplines. Background information and class schedules are provided for each of the sessions. Evaluations of the institute showed that the institute not only broadened teachers' understanding of the disciplines and their contemporary applications, but also clarified the critical connections among the disciplines. Teachers were able to apply not only broad concepts but specific lectures and readings to their high school programs. (RM)

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ED259967

Final Report

Summer Institute 1983

Bard College

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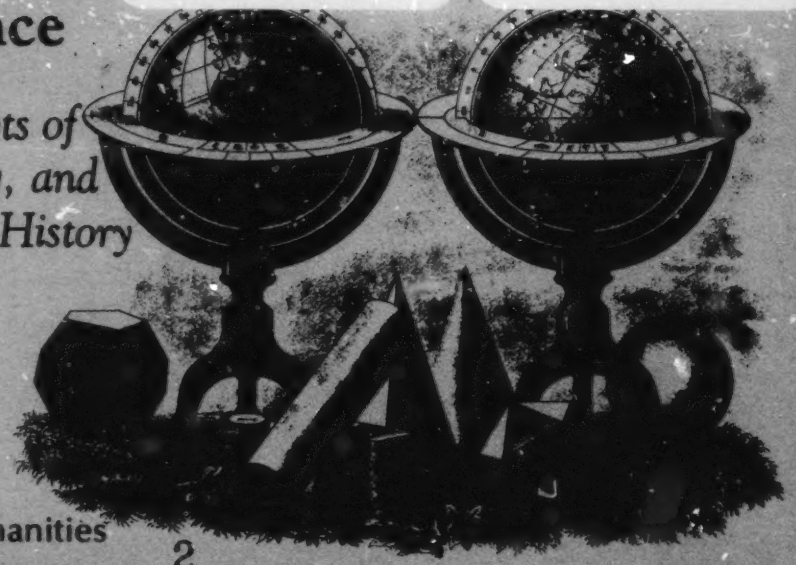
Before Social Science

The Roots of Economics, Psychology, and Sociology in Philosophy and History



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Supported by a grant from
National Endowment for the Humanities

Note from the Director

The rationale for the 1983 Summer Institute in the social sciences was that these disciplines—economics, sociology, and psychology—were and are, being taught at the high school level by teachers who are educated too narrowly in the discipline. They have not been given the opportunity to explore the basic questions surrounding knowledge within the discipline; they have little exposure to the tradition within which they are teaching.

In order to teach a subject well, one must be conversant with the historical and philosophical background of that subject through its primary sources. If one takes current work in a social science and combines it with the history behind those facts, then one can see clearly what questions and connections caused the social sciences to evolve into a distinct discipline. Likewise, if one understands the commonalities among social sciences as they emerge in philosophical discourse, one can discover the present-day context of a particular discipline as it relates to other disciplines.

What emerges from these understandings? The Institute postulated, first, that its participants would be better teachers as a result of perceiving historical background and philosophical commonalities; and second, that they could be encouraged to move away from secondary sources to primary sources in the classes they teach. Every indication is that the participants in fact saw and were influenced by these two thrusts. While curricular possibilities were difficult to predict at the close of the Institute, they have since become clear in letters and statements received from participating teachers. Excerpts reproduced in this report show the curricular extension and impact of the Institute in the teachers' own schools; and many urge a continuation of the Institute's primary approach in other social science and humanities courses at the high school level.

—Stuart Levine, Director of the 1983 Summer Institute

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Background

In June 1983, under a grant from the National Endowment for the Humanities, Bard College conducted a four-week Summer Institute for high school teachers entitled "Before Social Science: The Roots of Economics, Psychology, and Sociology in Philosophy and History."

The goal of the Institute was two-fold. By providing high-school teachers and their students with the philosophical and historical roots of the social sciences, it aimed to relate their knowledge to their courses of study and thus to improve high-school teaching. By using the classical texts of the humanities as its mediating materials, it served to close the gap between high-school and college teachers—to establish those monographs as the foundation for social studies teaching at any level.

The challenge facing the Institute was a traditional lack of success in integrating the social sciences into the high-school curriculum. Until recently, psychology, sociology, and economics were rarely even taught on the high-school level or were only offered as electives or as limited components of social studies courses. Even with the current recognition of the significance of the social sciences, very few high schools hire trained economists, psychologists, or sociologists to teach these courses on a full-time basis. Most commonly, a social studies teacher with little or no preparation is assigned the responsibility for covering specialized material in the social sciences. In these courses, only brief references are made to the great thinkers who over the ages have shaped and defined the social sciences, and the work of contemporary theorists may be paraphrased and condensed into dull expositions, devoid of the life of the original theory. Too often, high-school teachers and

their students lack first-hand exposure to the writings of those men and women who formulated the early philosophical foundations of modern thought or who carry them through in the present day. Yet it is only through immersion in the discoveries and conclusions of the philosophers of the past and the intellectual leaders of our own time that students and teachers can really experience the vitality and the ultimate historical implications of the social sciences.

The Institute's response to this challenge was to reinvest the teaching experience in the social sciences with the underlying knowledge that created these fields of study in the first place. The program aimed to provide participants with a working knowledge of the foundations and assumptions influencing present-day economics, psychology, and sociology. Utilizing primary works by the most important philosophers and writers of Western civilization, the Institute taught high-school teachers the use of such benchmark texts in actual classroom teaching. By reading and raising questions about these classical works, the teachers would later be able to build bridges for themselves and their students, between philosophical and even literary tradition and the highly professionalized disciplines of psychology, sociology, and economics. By perceiving these disciplines as the natural outgrowth of issues in philosophy and history, the teachers could enrich and enliven their classroom work. The focal point was the social sciences, but the methodology, the perspective, and the tools were those of the humanities.

The Institute

The first three weeks of the Summer Institute were divided among the disciplines of economics, psychology, and sociology and stressed their historical underpinnings; the fourth week was devoted to philosophical and curricular issues affecting all three disciplines. For the first three weeks, the participating teachers, or Fellows, split into three groups. Each group devoted one week to each of the three disciplines—economics, psychology, sociology—in varying succession.

Each morning, two sessions were conducted in each discipline. Two faculty members conducted these sessions; one focused on recent and contemporary theory, while the other considered the historical origins of such current work. The presence of both faculty members at both sessions provided continuity and helped to form meaningful connections between contemporary thought and its historical context. (See Figs. 1, 2, and 3.)

Afternoons consisted of individual conferences between Institute faculty and Fellows, special meetings, and time for reading course material (see Bibliography). Evening guest lectures included such topics as the sociology of higher education, discussed by Jerome Karabel of Harvard University, and the prospects of radical economics, discussed by Herbert Gintis of the University of Massachusetts.

The fourth and final week of the Institute focused on the underlying critical philosophical questions which unite the three disciplines and which play a major role in their individual

theory and application. Seeking to develop a basis for the philosophical commonalities of the disciplines, philosopher Robert Solomon, who led the sessions, discussed how philosophical notions enter into each of the social sciences and tie them together. The three formal lectures delivered by Professor Solomon were based directly on seminars which had covered each of the disciplines during the course of the Institute, and thus related the prior work that Fellows had done to the new, integrative concepts presented. (See Fig. 4.)

In addition to the philosophy forum, the fourth week was devoted to devising effective ways of integrating Institute material with high-school curricula. Fellows divided into two groups, each of which met daily with three faculty members to define curriculum modification goals and discuss implentation strategies for their own classrooms. Early in the week, an Institute-wide discussion was held to review the first three weeks; later in the week it was followed by an "Open Forum on Issues and Problems in the Social Sciences," which built on material covered to create a dialogue between Fellows and faculty.

Finally, a special workshop was conducted for Institute Fellows by Bard's nationally known Institute for Writing and Thinking. The purpose of this workshop was to acquaint Fellows with techniques and approaches they might use to foster the development of critical thinking and writing skills in their students.

Economics

Joe Morreale

Associate Professor of Economics at Bard College, Joseph Morreale is the editor of *U.S. Medical Care Industry: The Economist's Point of View* and has contributed articles to such periodicals as *Health Services Research, Journal of Health Politics,* and *Policy and Law*. As leader of the first class in economics, he focused primarily on the historical background of the field.

"I would say that the 1983 Summer Institute was one of the most positive experiences I've had in my college teaching career. It gave me a chance to address a group of adults in my field of social studies on both historical and contemporary issues. I regained my own sense of history in the discipline, the roots of economics, as I tried to challenge the other participants in the course. I think, too, that the Institute broadened my understanding of both the high-school situation and the high-school student. I realized what possibilities there were in the high-school social studies curriculum, just waiting to be tapped. The experience prompted me to participate in a recent State Council on the Social Sciences, where secondary and college educators met to discuss the future of social studies learning in the high school."

Robert T. Averitt

Professor of Economics at Smith College, Robert T. Averitt is the author of *The Dual Economy: The Dynamics of American Industry Structure* and is currently completing for publication a textbook on introductory economics. He is a National Science Foundation Fellow and a consultant to the Joint Economic Committee of the U.S. Congress. As faculty member for the second class in economics, Dr. Averitt focused primarily on contemporary and theoretical perspectives.

"Our purpose was to show the links between economic problems and theories past and present. The participant response suggests that our plan was a good one. About one-third of the participants were teaching economics at the high-school level. Many of those who teach history told us that our lectures and the reading of past and present economic theories helped them to integrate the intellectual history of the 18th and 19th centuries with their knowledge of historical events.

"Economic problems and theories are but one of many cultural forces, but the participants in the Institute seemed to agree that economics is a powerful cultural force. I was delighted to learn that at least one set of high-school students found our approach far more stimulating than an abstract consideration of graphs and charts presented outside a cultural context.

"During the 1985 Bard January Conference I chanced to meet one of the participants who teaches in Pennsylvania. He told me that he now teaches economics as a special kind of intellectual history, and that this technique discovered during the Bard Summer Institute 'really works.' Validation from a practitioner in the field is the highest form of praise."

Figure 1 Economics

FIRST CLASS	SECOND CLASS
Monday Neo-classical Economics: Keynesians vs. Monetarists	Keynesian Economics
Friedman, *Capitalism and Freedom*, selections	Lekachman, *The Age of Keynes*, selections
Tuesday Classical Economics vs. Mercantilism	Discussion of Relationship to Keynesians vs. Monetarists
Mun, "England's Treasure by Foreign Trade"; Turgot, "Reflections on the Formation and Distribution of Wealth"; Smith, "The Wealth of Nations"*	
Wednesday Radical Political Marxist Economics	Marxist Economics
Best & Connolly, *The Politicized Economy*, selections	Marx, "Capital"*
Thursday Radical Cooperativist Economics	19th-Century Population and Utopian Economics
Schumacher, *Small is Beautiful*, selections	Malthus, "An Essay on the Principle of Population"; Owen, "A New View of Society"*
Friday Post-Keynesian Economics	Post-Keynesian Economics
Galbraith, *Economics and the Public Purpose*, selections	Veblen, "The Theory of the Leisure Class"*

*From Abbott, *Masterworks of Economics*

The design of the economics curriculum centers on the tying of contemporary economic thinking to its historical and philosophical roots. Five contemporary schools of economic thought are considered (Neo-Classical-Monetarist, Neo-Classical-Keynesian, Radical Political Marxist, Radical Cooperativist and Post-Keynesian). Over the five days, ten two-hour classes are offered, half presenting the contemporary view and half presenting each one's historical roots.

Both professors will attend each class, each being primarily responsible for one class each day and the other taking the role of active auditor. The reading assignments are held to 200 pages a day, and material is carefully selected for its ease of readability. A special informal seminar will be held sometime in the afternoon on Thursday or Friday to discuss the relationship of contemporary schools of economic thought and their historical roots to supply-side economics and Reaganomics.

Psychology

Eugene Taylor

Associate in Psychiatry at the Harvard Medical School and Consultant in the History of Psychiatry at Massachusetts General Hospital, Eugene Taylor is the author of *William James on Exceptional Mental States* and of many scholarly articles in the history of psychology. As faculty member for the first class, he focused on the historical background of the field.

"The plan of presenting some of the core of each of these disciplines, given added depth by adding historical commentary, set the stage for a potentially interesting dialogue just within the faculty, not to mention the students, and could be a model for increasing communication between many other disciplines. . . . The idea that philosophy might somehow inform the social sciences is refreshing, in that such dialogues as those encountered in the Summer Institute certainly constitute an optimistic agenda for philosophy in the future. The goals of the Institute seemed particularly reasonable, in that its purpose was specifically stated as *not* intending to draft some grand design for the integration of the disciplines, but rather to achieve the more realistic goals of awakening interest, sponsoring interdisciplinary communication, and at least suggesting innovative ideas for curriculum planning."

Richard Gordon

Associate Professor of Psychology at Bard College, Richard Gordon received the Ph.D. from the Graduate Faculty of the New School for Social Research. His areas of specialty include abnormal psychology, personality and clinical psychology, psychotherapy, and psychological anthropology. As faculty for the second class in psychology at the Summer Institute, he focused primarily on contemporary and theoretical perspectives in psychology.

"I wanted, in five days, to give the participants five major contemporary perspectives on problems or viewpoints in twentieth-century psychology. The five areas I chose presented sufficient breadth to be of interest, ultimately, to the high-school students with whom these teachers were concerned; and at the same time, these issues presented a certain intensity within the field which engaged participants' interest.

"Many of the teachers had some background in psychology, but within that large designation there was a great diversity of knowledge and opinion. Some taught psychology as a course, others incorporated it into the social studies curriculum. I think that we succeeded in finding theoretical applications—to therapy, to social psychology, and to other areas—that have since proven useful in the teachers' classrooms. Gaining the broad perspective for the teachers themselves, however, was the most important element."

Figure 2 Psychology

Purpose of the first class: To provide the high school teacher with an awareness of the historical and philosophical controversies in psychology as well as a view of the history of the profession.

Purpose of the second class: To provide the high school teacher, through readings of primary sources, with an overview of modern theoretical controversies in psychology, as well as some selected topics in empirical research (i.e., contemporary research on sleep and dreaming and research on madness).

FIRST CLASS	SECOND CLASS
Monday A History of Psychology by Decade, since 1870	Psychoanalytic Theory
James, *Talks to Teachers and Students on Some of Life's Ideals*	Freud, *The Outline of Psychoanalysis*, plus one paper from the contemporary literature
Tuesday The History of Theoretical Controversy among Schools of Psychological Thought	Analytical Psychology
Kuhn, *The Structure of Scientific Revolutions*, selections; Maslow, *The Psychology of Science*, selections	Jung, *Analytical Psychology: Its Theory and Practice*, selections
Wednesday The Historical Basis of Methodological Issues	Behaviorism and the Humanistic Challenge
Boring & Herrnstein, *The History of Experimental Psychology*, selections	Skinner, *Science and Human Behavior*; Rogers, *On Becoming a Person*, selections
Thursday Historical Perspectives on the Profession of Psychology	Contemporary Research and Theory on Sleep and Dreaming
Heidbredder, *Seven Psychologies*, selections	Dement, *Some Must Watch While Some Must Sleep*
Friday Psychological Theory and Autobiographs	Contemporary Theory and Research on Madness
Gifford, *Psychoanalysis, Psychotherapy and the New England Medical Scene*, selections	Snyder, *Madness and the Brain*, selections; Laing & Esterson, *Sanity, Madness and the Family*, case history

Sociology

Suzanne Vromen

Associate Professor of Sociology and Coordinator of Women's Studies at Bard College, Suzanne Vromen received the M.A. and Ph.D. from New York University. She is a contributor to several professional journals, among them *Review of Social Theory*, *American Behavioral Scientist*, and *Contemporary Sociology*. As faculty member for the first class in sociology at the Institute, she focused primarily on the historical background of the field.

"When we speak of the benefits of the Institute, I think we have to confirm that these four weeks were primarily for the teachers *themselves*. What the participants brought to the Institute, and what they gained from it, is broader than any specific subject area—and has to do with excitement about the pursuit of knowledge.

"Specifically, the Institute succeeded in establishing the continuity of some major assumptions of the social sciences. In sociology, I examined the ways in which the field was 'gender-blind' until recently, when feminist scholarship introduced gender as a factor of analysis; I also brought up new scholarship in the sociology of the family.

"Participants were both dedicated and challenging. The quantity of material assimilated was amazing—we asked the impossible and they accomplished it. For me, the chance to teach professional teachers and to work in tandem with another sociologist was very rewarding.

"I hope a program similar to the Institute's is tried again—perhaps, next time, with a curriculum linked to the history of ideas, which is the grounding not only for the social sciences, but for all intellectual pursuits."

Charles Lemert

Professor of Sociology at the John E. Andrus Center for Public Affairs of Wesleyan University, Charles Lemert is the co-author of *Michel Foucault*, a study of the French sociologist. As faculty member for the second class in sociology, Dr. Lemert focused primarily on contemporary and theoretical perspectives in the field.

"I was impressed by the quality of the high school teachers participating in the Institute. They did an enormous amount of reading in a very short period of time. From everything I could tell they were, in spite of being overwhelmed with ideas, able to appropriate a great deal. It should also be said that the Institute was great fun. I believe that most everyone there, myself included, gained a good deal of pleasure. As for myself, specifically, I there met an outstanding teacher from Culver Academy in Indiana. He impressed me so much that I sent my son to Culver for summer school and it changed his life. I came away from the Institute with warm affection for Bard and deep respect for the quality of some teachers in our secondary schools."

Figure 3 Sociology

Rationale: To present the historical and philosophical context in which sociology arises as a discipline, and to show how some contemporary theoretical perspectives are tied to it. In the process, we will address sociology as an interpretative enterprise, in which the social order is constructed, and as a critique of society.

FIRST CLASS	SECOND CLASS
Monday The Social Order and the Construction of Reality	
Berger, *Invitation to Sociology: A Humanistic Perspective*; Mills, *The Sociological Imagination*	Weber, "Politics as a Vocation," "Science as a Vocation," "Basic Concepts in Sociology" (from *Essays in Sociology*)
Tuesday Social Order and Construction of Reality, cont.	
Goffman, *The Presentation of Self in Everyday Life*, selections	Durkheim, *Rules of the Sociological Methods*, selections; *Suicide*, selections
Wednesday The Social Order and Deviance	
Erikson, *Wayward Puritans*, selections; Merton, *Anomie and Social Structure*	Continuation of first class
Thursday Sociology as Radical Critique	
Bowles & Gintis, *Schooling in Capitalist America*, selections	Marx, *German Ideology*, selections; *The Communist Manifesto*
Friday Sociology as Radical Critique, cont.	
Karabel & Halsey, *Power and Ideology in Education*	Weber, *Class Status and Party*

The Power of Capital

On the Inadequacy of the Conception of the Capitalist Economy as "Private"

Herbert Gintis

Special lecturers in economics and sociology, as well as a special workshop with Bard's Institute for Writing and Thinking, were an important facet of the four-week Institute. Following is an excerpt from the address delivered to the participants by Herbert Gintis, of the Department of Economics, University of Massachusetts.

Liberal political theory holds that the just society must ensure liberty. Democratic political theory holds that the just society must ensure popular sovereignty. Liberal democratic theory generally supports the application of both liberal and democratic principles to the state, while supporting the application of the liberal principle alone to the economy. Thus according to liberal democratic norms, capitalist economies may represent a just form of social organization. I contend that liberal democratic theory supplies no coherent justification for this asymmetric treatment of state and economy.

This fault stems, I believe, from the incorrect notion that the capitalist economy is a "private" sphere—i.e., that its operation does not involve the socially consequential exercise of power. One might argue that the economy, perhaps when suitably controlled by the democratic state, should remain private. This, however, is beside the point. For if my argument is correct, the capitalist economy is not now a private sphere, and the basic issue concerns its proper organization as a public sphere.

I suggest that the capitalist economy confers three types of socially consequential power upon owners of capital. First owners exercise *command over production*, through which the organization of the work process and the ordering about of workers are tailored to the interests of capital. Second, owners exercise *command over investment*, imparting a systematic bias to the range of organizational forms of business enterprise permitted to flourish. Finally, owners exercise command over state economic policy, through which substantive limits are placed upon the range of democratic control of economic life.

The notion that the capitalist economy is private is based on two central propositions from neoclassical economics. The first asserts that the exchange between capitalist and worker has the same character as other and presumably "private" exchanges: the employer thus has no more power over the worker than the shopper over the grocer, or any other buyer over a seller. We shall call this the Labor Commodity proposition. The second asserts that freely operating capital markets divorce ownership from control: any entrepreneur with a mousetrap or a better way of doing business can find the capital it

(continued on last page)

Figure 4 Philosophical, Historical, and Curriculum Issues

Monday Lecture and discussion: "Pluralism and Paradigms" Open forum: "What Have We Been Up To for the Past Three Weeks?"	Readings: MacIntyre, *After Virtue*, Chs. 1, 2, 7, 8; Kuhn, *The Structure of Scientific Revolutions*, selections
Tuesday Lecture and discussion: "Ethics, Ethos, and Ethical Theory" Forum: Curricular Possibilities and Implications	Readings: MacIntyre, *After Virtue*, Chs. 3-6, 9
Wednesday Lecture and discussion: "Virtue vs. Morality" Forum: Curricular Possibilities and Implications	Readings: MacIntyre, *After Virtue*, Chs. 10, 12, 14, 15, 18
Thursday Plenary session: Open Forum on Issues and Problems in the Social Sciences Lecture: "Psychology as a Science of the Whole Person"	Workshop: Bard Language and Thinking Program
Friday Farewell Forum	Afternoon set aside for reading, discussion, relaxation.

Taking It With You: Applications in the Classroom

At the conclusion of the Institute, it was clear that the broad geographical diversity of the Fellows (who came from eleven states and three foreign countries) and the active participation allowed by the small-seminar format had combined to yield an unusually high degree of individual interest in and commitment to the goals of the Institute. Initial responses to questionnaires indicated that by exposing teachers to significant primary texts in the history and philosophy of three social sciences, the Institute not only broadened understanding of the disciplines and their contemporary applications, but also clarified the critical connections among the disciplines. In addition, enabling Fellows to engage in discussion and dialogue with their peers stimulated a new enthusiasm for teaching and a new perception of sociology, psychology, and economics as they are related to the basic concerns and achievement of individuals and of societies through the ages. (See Figs. 5, 5a.)

Curricular implications took longer to analyze, but over the course of the year following the Institute, a number of Fellows were able to apply not only broad concepts but specific lectures and readings to their high-school programs in economics, psychology, and sociology. Excerpts from statements submitted later in the year to Institute faculty provide the best indication of curricular impact, as well as suggesting new directions for the social sciences/humanities bridge established by the Institute.

"For me, initially and foremost, I think of the tremendous personal intellectual and academic stimulation I received through my experience at Bard. The daily curricular challenges, the long hours of individual reading, as well as the numerous classroom and individual interactions of ideas and views with others was a kind of experience I had not had in many years of teaching on the public secondary school level.... The extensive bibliographical sources in all subject areas, but mostly in economics and sociology, are now being used by department members and are on file in the library along with all of the texts I received as a participant."

P.R., Tollgate High School, Rhode Island

"You began to get at a task that I think has long needed attention when you introduced philosophy into the curriculum. The social sciences need to be informed by philosophy, their original mother. Consider, for example, how epistemology is needed. Each discipline studied last month showed itself seized with problems of knowledge of itself, of what it regards as reality, of what should stand as its factual basis. In addition to these substantive issues are the epistemological problems and opportunities of social science teaching."

R.W., Lexington High School, Massachusetts

"I can honestly say with pride that I had an opportunity to work with some of the finest academicians who gave me so much to bring back to my school in the way of new ideas and approaches in secondary education.... I made some close friends, and we plan to exchange feedback regarding the actual implementation of what we learned at Bard."

S.S., Ruam Rudi International School, Thailand

C.R.D., Lexington High Schools, Massachusetts

"I was astounded at the changes which have taken place since I left graduate school in 1965. It was a real revelation and a comfort too, because I thought I was alone in much of my thinking. In face, I found out I was part of a much broader stream than I had imagined."

M.D., Mt. Greylock Regional High School, Massachusetts, on leave at the University of New Mexico

"My studies [on sabbatical] have been interdisciplinary in the fields of anthropology, history, and literature. The Institute broadened my understanding of sociology, psychology, and economics and thereby increased my ability to correlate the various disciplines and encode their relationships. . . . I have been assigned two sections of Freshman English as a teaching associate. Little did I know that the Writing Workshops I attended would be so valuable!...Upon my return, I shall be prepared to make a valuable contribution: economics will be a significant part of our United States history curriculum. The Institute helped to convince me of its value."

R.J., Boyertown Area School District, Pennsylvania

"Not only did I change my approach and course outline, but I now have a greater feeling of confidence and competence. The impact had its major effect in economics, since that is the course I teach. Specifically, I structured the course outline to cover the history, principles, and theory of economics. . . . One of the benefits I treasured most was the reading list. It offered both depth and breadth, thus enabling me to cover the history of economics, show how two views evolved, and require students to read two contemporary approaches. Concurrently, the faculty played no small part in guiding us through the books with stimulating lectures, some of which I have used in my classroom. The sociology and psychology parts of the Institute strengthened my presentation of economic theory. For example, by making known real social and psychological factors, it was easier to make clear why certain economic theories are used or, indeed, workable. Finally, my principal appointed me to chair a committee whose charge is to design a program for gifted students. The experience and knowledge that I received from Bard's Summer Institute will serve me well in planning a Humanities course for the senior gifted students."

"The social history survey course is a unique development in our high school, open to our top students.... The course is taught comparatively, both American and European history, and covered topically through the following themes: work and leisure; childhood and family; health and medicine; crime and law enforcement. The invaluable notes I gained and the readings covered by lectures and discussions permeated all of these topics.... In discussions this past school year with educators from the State University of New York, their surprise was at the advanced materials I was able to utilize for my students, thanks to a tremendously profitable Summer Institute."

B.M., Sachem High School, New York

"As a curriculum director and instructor of teacher trainees, I have also found the Institute useful when I am working with behavioral scientists. While I had taken the obligatory courses in college and graduate school, I now feel better equipped to talk with them and help them with their curricular and daily planning. This confidence stems from the enriched backgrounding I received in the behavioral sciences at the Institute plus the insights into the field I gained from some newer works I had never known before."

C.D., Lexington High Schools, Massachusetts

"I thought the Institute well planned and more than worth the journey from Geneva. The economics course has already provided materials for inclusion in courses offered at all grade levels.... Aspects of the sociology course have also proved very useful.... The psychology course has added another dimension to my 20th-century history courses by, for example, linking the impact of Freud to the post-World War I emancipation of women and the widespread breakdown of established social values...."

J.S., Ecole Internationale de Genève, Switzerland

Figure 5 1983 Summer Institute for High School Teachers: An Evaluation

	Component	Mean*
Overall Ratings of Institute Components	Economics I (Contemporary)	4.75
	Economics II (Historical)	4.81
	Psychology I (Contemporary)	4.31
	Psychology II (Historical)	4.31
	Sociology I (Contemporary)	4.25
	Sociology II (Historical)	4.38
	Philosophy	4.25
	Curricular Possibilities	3.43
	Faculty Forums	3.93
	Writing Workshop	4.29
Overall Ratings of Institute Results	As a result of the Institute I feel more confident to teach in the social sciences.	4.27
	I expect that the Institute will influence my curricular plans.	4.21
	The Institute has increased my awareness of interdisciplinary ideas.	4.53
	The goals of the Institute were made clear.	4.47
	Throughout the Institute I felt free to ask questions or state my opinion.	4.80

*Rated on 1 to 5 scale, 1 = strongly disagree, 5 = strongly agree

Figure 5a

Additional Ratings of Institute, by Section

Item	MEAN			
	Economics	Psychology	Sociology	Philosophy
Objectives for each segment of the Institute were made clear.	4.73	4.07	4.13	3.67
Class time was used well.	4.86	4.36	4.57	3.64
Challenging questions and problems for discussion were raised in seminar.	4.62	3.92	4.38	4.00
There was enough time to do the work assigned.	3.00	3.23	2.77	3.31
Each segment stimulated my interest in the subject matter of the discipline.	5.00	4.57	4.36	4.21

Figure 6 Direct applications of the Bard Institute: some examples

Course	Materials used
A.P. American History and A.P. European History (including economic philosophy and history of economic thought)	Thurow, *Zero-Sum Society*; Schumacher, *Small Is Beautiful*
A.P. American History and A.P. European History: growth and process of political systems; psychohistory	Erikson, *Wayward Puritans*
Social History	Freud, *Civilization and Its Discontents*; Durkheim, *Rules of the Sociological Method* (sections on values); Weber, *Class Status and Party*
Economics	Institute lectures on "Keynesian Economics," "19th Century Population and Utopian Economics," and on context
Sociology	Weber, *Class Status and Party*
20th-Century History	Psychology lectures, especially on Freud and the emancipation of women
A.P. American History	Lectures in economics
Native American Studies and Minority Studies	Goffman, *The Presentation of Self in Everyday Life*
Psychology: personality theory	Lecture by Gene Taylor, "Psychology as a Science of the Whole Person"
10th-grade History	Marx, *German Ideology*, *The Communist Manifesto*
Social Science	Weber, *Class Status and Party*
Freshman English	Writing and Thinking program (4th week)

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ECONOMICS

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needs. The dictates of competitive survival determine economic outcomes. We will call this the Asset Neutrality proposition.

I shall argue, in contrast to the Labor Commodity proposition, that there are two characteristics of labor which set it apart from the general attributes of commodities in a neoclassical model. The first is the inseparability of the worker from the labor service supplied: labor is *embodied in* and *inalienable from* economic agents. The second is the general superiority of production techniques which bring together in one location, and in direct interaction, the labors of distinct workers. We shall refer to this aspect of production as the *economies of proximity*. Together these two characteristics imply the *social* nature of production: the capitalist enterprise brings into social and physical interaction not only the *labor services* supplied to the employer, but the very *suppliers* of these services. It will follow that major aspects of the contract between capitalist and worker are not guaranteed by the formal terms of contract, but rather are directly contingent upon the capitalist's control of the work process. From these premises it will be shown that the command of capital over labor represents a socially significant exercise of power.

My rejection of the Labor Commodity proposition is without substantive import unless I can also sustain the argument that democratically controlled firms are, all else equal, economically more efficient than their capitalist controlled counterparts. Yet if they are more efficient, why do they not win out in the competitive market place? Clearly the Asset Neutrality proposition would predict precisely this outcome. The Asset Neutrality proposition, however, is not correct. The privileged access to funds enjoyed by those already well endowed can be shown to stem quite simply from the dictates of competitive profit maximization on the part of lenders.

The Asset Neutrality proposition shares with the Labor Commodity proposition the following weakness: the *enforcing of the contractual quid pro quo* is taken as unproblematic, when in fact enforcement represents the *central concern* of, in the one case the purchaser of labor, and in the other the lender of capital funds. The lender is particularly concerned with the possibility of default, and to ensure non-default, strives to establish conditions under which the borrower as well as the lender stands to lose from default, and hence will be properly motivated to avoid default. In the case of the lending of capital, the symmetrical position of buyer and seller is ensured normally by the requirement of collateral, itself represented by the possession of wealth.

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